DOCUMENT RESUME

ED 318 893 CE 054 762

AUTHOR	Horton, Diane, Comp.
TITLE	A Primer on Entrepreneurial Education for Community Educators.
INSTITUTION	Washington State Univ., Pullman. Center for Community Education and Economic Development.
SPONS AGENCY	Mott (C.S.) Foundation, Flint, Mich.
PUB DATE	Jun 89
NOTE	72p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Business Administration Education; *Community Development; *Community Education; Distributive Education; Economic Development; Economic Opportunities; Education Work Relationship; *Entrepreneurship; High Schools; Management Development; Postsecondary Education; Program Development; *Self Employment

ABSTRACT

This document is intended to help community educators decide whether to pursue an entrepreneurship program and how to organize the program. It includes a summary of various models and resources that exist. The first section reviews an 1988 survey conducted by the Center for Community Education and Economic Development, which showed a nationwide concern of community educators for increased involvement in local economic development programs. The second section examines several myths associated with entrepreneurs and entrepreneurship. The third section describes a program development process that includes selection of an advisory committee, identification of needs, curriculum selection, resource identification, funds acquisition, network formation, prestart-up evaluation, and commencement of the program. The fourth section describes a digest called "Resources for Entrepreneurship Education" and two curriculum models called "PEP" (Pre-Entrepreneurship Program) and "PACE" (Program for Acquiring Competence in Entrepreneurship). Suggestions are made for optimizing the curriculum. A bibliography includes 10 references, and the appendices contain two personality inventories; information on 3 entrepreneurship and business development programs for youth and 23 that focus on adults; information such as purposes, telephone numbers, and contact persons of organizations that provide resources in the form of assistance in planning, staff development, technical aid, and referrals; and a list of 85 publications, some of which are annotated. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318893

A Primer on Entrepreneurial Education for Community Educators

Compiled by:
Diane Horton

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R McDaniel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Washington Center for Community Education
and Economic Development
Washington State University
Pullman, WA 99164-6230

June, 1989

CE054762

BEST COPY AVAILABLE

The Washington State University Center for Community Education and Economic Development is a special issue center funded by the Charles Stewart Mott Foundation. The goals of the Center are to:

- Investigate community education activities aimed at supporting community economic development
- Identify, develop, and test new models/approaches (and the transfer of existing approaches from outside the field) for community education programs to support local economic development.
- Develop training opportunities on community education's role(s) in local economic development.
- Establish the Center as an information resource for those interested in community education and economic development.
- Work to foster the linkage between community education and community economic development practitioners.

For further information on the Center and its activities, please contact:

Rob McDaniel, Director
WSU Center for Community Education
and Economic Development
411 Hulbert Hall
Washington State University
Pullman, WA 99164-6230

This document is made possible by a grant from the Charles Stewart Mott Foundation. The interpretations and conclusions contained in this publication represent the views of the grantee (or author) and not necessarily those of the Mott Foundation, its trustees, or officers.

A PRIMER
ON ENTREPRENEURIAL EDUCATION
FOR COMMUNITY EDUCATORS

Compiled by:
Diane Horton

Washington Center for Community Education
and Economic Development
Washington State University
Pullman, WA 99164-6230

June, 1989

TABLE OF CONTENTS

ENTREPRENEUR EDUCATION AND COMMUNITY DEVELOPMENT 1
- Concerns of Community Educators 1
- The Changing Economy 3
- Changing Education 3
- A Role for Community Educators 5

THE ENTREPRENEUR 7
- Entrepreneurial Traits 7
- Entrepreneurship 7

PROGRAM DEVELOPMENT 9
- Setting Up a Program 9
- Customizing a Program 14
- Training Phases 16
- Expanding Existing Programs 17

CURRICULUM RESOURCES 19
- Resources 19
- Curriculum Models 20
- Optimizing the Curriculum 22

SUMMARY 25

BIBLIOGRAPHY 27
- APPENDIX I: Personality Inventories 29
- APPENDIX II: Enterprise/Business Development Programs 33
- APPENDIX III: Resource Organizations 47
- APPENDIX IV: Readings 59

LIST OF FIGURES

Figure 1: Local Economic Problems 2
Figure 2: Community Educators 2
Figure 3: Program Planning Process 13

CHECKLISTS

A Checklist for Community Educators Wanting to Expand Their Economic Development Activities. 15

PREFACE

Community educators are often called upon to provide educational programs to meet community needs. Today, as many communities are experiencing economic problems, some community educators have turned to entrepreneurship training as a means to contribute to local economic development.

Entrepreneurship programs are not a panacea. Entrepreneurial education as a means to improve the local economy may work for your community. On the other hand, this may not be a viable option for your community at this time. In making that decision, the community educator needs information. This Primer is designed to help the community educator make that determination.

The Center for Community Education and Economic Development has gathered information on entrepreneurship training programs around the country. The Primer provides an analysis of that data to provide the community educator with:

- *a means for deciding whether to pursue an entrepreneurship program*
- *suggestions on how to organize the program*
- *a summary of various models and resources that exist.*

ENTREPRENEUR EDUCATION AND COMMUNITY DEVELOPMENT

All communities have experienced periods of a depressed economy. A popular solution in the past was to attract a large business/industry to the area to provide jobs and increase the tax base. Today, this option is less possible. First, the number of large businesses seeking to relocate has decreased. And second, the number of competing communities here and abroad has increased. Statistics show that our nation is moving toward a greater dependency on a small business economy. This section introduces the concept of entrepreneur education for community economic development based on an examination of our changing national economy and its affect on education.

CONCERNS OF COMMUNITY EDUCATORS

In 1988, the Center for Community Education and Economic Development surveyed 1,440 community educators for their opinions on economic development topics. An analysis of the nationwide survey appears in the report, "Community Education and Economic Development". The results showed that 82% of the respondents viewed a lack of job opportunities as the most severe economic problem in their communities. Other serious problems reported by more than half of the respondents were a dwindling business community, a lack of trained workers and both farm and plant closures. As shown in Figure 1, many respondents reported more than one local economic problem.

Community educators also reported concern about their ability to assist with solutions to local economic problems. As may be expected, over 80% were interested in more training opportunities and information on how to establish economic development projects (see Figure 2). Most of these respondents desired to be more involved in local economic development.

As a follow-up to the 1988 report, the Center has investigated the use of entrepreneurial education to foster local economic development. Research shows that community educators who can identify potential entrepreneurs and support their development have an excellent opportunity to also improve the economic base of their community.

Figure 1

LOCAL ECONOMIC PROBLEMS IDENTIFIED BY COMMUNITY EDUCATORS

• lack of jobs	82%
• dwindling business	65
• lack of trained workers	64
• farm/plant closures	56

Figure 1: Types of local economic conditions considered problems by survey respondents. Many communities had more than one problem.

Figure 2

COMMUNITY EDUCATORS AND LOCAL ECONOMIC DEVELOPMENT

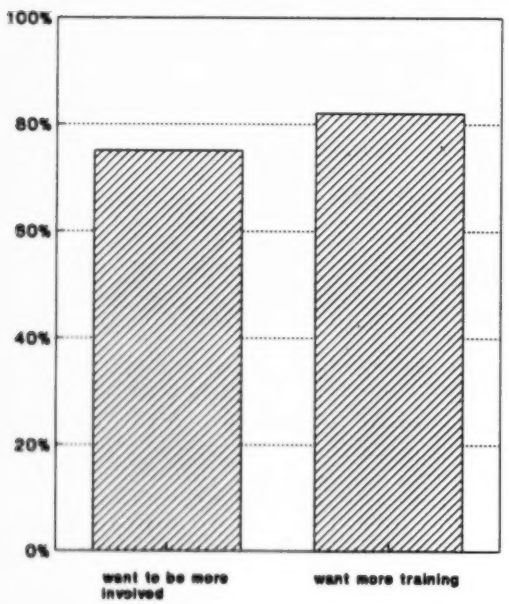


Figure 2: Percent of community educators wanting a) to be more involved and b) more training in community economic development programs.

THE CHANGING ECONOMY

During the 1960s and 1970s, large businesses created a majority of our nation's jobs. Since then, a shift has been made to small business. Of the over fifteen million jobs created since 1981, nearly all have come from small business (A Tribute to Small Business, 1987). Averaging over 200,000 start ups per year, small businesses comprise 99% of all businesses in America. These figures are based on a broad definition of small business. The authors confine further descriptions of small businesses to those with only a few full-time employees. Encouraging small business development is an excellent method to improve the local economy.

National trends also show that women and minorities are increasing their numbers in the workforce and that they are making an impact on the small business sector. In the early 1980s, women-owned businesses increased at twice the rate of male-owned businesses, and women have provided two out of three net additions to the national workforce. Many of the early women-owned businesses were in the retail trade and service industries. They have expanded to manufacturing, construction, finance, insurance, real estate and agricultural services. The number and types of minority-owned businesses are also increasing.

Entrepreneur Magazine reports that small businesses produce 2.5 times the product/service innovations compared to large businesses, and that these innovations are marketed 33% faster by small businesses. In a 1987 Minolta/Gallup survey, most new small business owners expected both an increase in sales volume and an increase in their work force. This suggests that some of the new small business owners have different skills and talents than their predecessors. The new group is more creative and takes advantage of new opportunities. In short, they are more entrepreneurial.

CHANGING EDUCATION

We can think of entrepreneurial education as a new paradigm for the 21st century or as a renewal of basic American values. The eighteenth century apprenticeship system trained young people to become productive citizens, often as small business owners. American schools have gone through periods of emphasizing or minimizing vocational education. During the middle of this century, emphasis was placed on preparation for employment in large corporations. Today with America's problems of unemployment and underemployment, citizens of all ages are looking for education to upgrade their job skills.

Some colleges and universities have modified their programs to meet the needs created by the new economy. Recognizing the change from a traditional big business economy to growth through small firms, higher education has become supportive of entrepreneurship. In a 1985 nation-wide survey of 300 higher education institutions, (reported in the Higher Education - Economic Development Connection, 1986), respondents reported that changing economic realities demanded an increased involvement in the creation of:

- new jobs
- new commercial ideas
- new technical talent
- new education/retraining
- better economic information, and
- better advice on development strategies.

In response to these needs, some colleges and universities have established business incubators, and others have expanded their course offerings to meet the changing educational needs. Many institutions now offer certificate or degree programs for would-be entrepreneurs and small business owners. Some sponsor special entrepreneurship workshops.

Higher education institutions are not the only place one finds entrepreneurial training. Some cities and states have introduced entrepreneurship programs through their employment departments, and California has introduced entrepreneurial education into its K-12 curriculum. The United States is not the only country to recognize that an educational change is necessary to assure economic balance. In the 1970s, Sweden revamped its entire educational system to better prepare young people for life in a post-industrial economy. Great Britain has also introduced new educational methods to help its citizens respond to changing expectations in a more complex society.

In addition, a number of schools, colleges, economic development groups and government agencies have collaborated to offer entrepreneurial education programs. Entrepreneur trainees range in age from secondary students to retired adults. Program topics extend from identifying entrepreneurial characteristics to business expansion decisions. Formats span workshops, discussion groups and one-on-one consultation. In all reported cases, community support is cited as one of the key factors for success.

A ROLE FOR COMMUNITY EDUCATORS

Planning an entrepreneurial education program involves the same skills community educators use when planning other adult education programs. Community educators' tradition of collaborating with other agencies, and their experience offering vocational training for adults will help them quickly adapt to meet the economic needs of their community.

Although community education has a tradition of collaboration with higher education, the changing economy requires closer collaboration and new links to meet local needs. Current research, through higher education and government agencies, provides a better understanding of community economics, how it is changing and how to improve it. Community surveys may suggest retraining current small business managers to renew local businesses. Another option may be to develop entrepreneurship programs to assist would-be small business owners. For either option, community educators can use their experience to locate competent instructors to provide relevant materials. Like other innovative concepts, the success of an entrepreneurial program will depend on community support, approval and involvement. An initial task for community educators is to use their experience and networking talents to present the idea to the community.

Community educators facing depressed local economics need new methods to improve economic development. National trends show an increased dependence on the small business economy and an increasing demand for entrepreneurship education. The next section of the Primer clarifies the popular image of the entrepreneur to help the community educator incorporate entrepreneurship training into community economic development projects.

THE ENTREPRENEUR

This section describes entrepreneurs and entrepreneurship for community educators considering a new approach to community economic development.

ENTREPRENEURIAL TRAITS

An entrepreneur is defined as a person who organizes, operates and assumes the risk for a business venture. This definition fits the standard image of a small business owner who is practical, honest and hardworking. But for many of us, the image of an entrepreneur has been molded by the media to portray a new American hero who overcomes "big business" to realize the American dream, so we wonder, which traits describe an entrepreneur, and are they different from the standard small business owner?

For our purposes here, we distinguish the entrepreneur from the many small business owners who are in business merely to "make a living". The entrepreneur is placed with the small business owners who recognize and take advantage of business opportunities. By adapting their business to meet a changing economy, entrepreneurs make profits, expand their businesses and thus create more jobs. This means that entrepreneurs are more willing to use their creative abilities and knowledge to lead rather than to follow a trend.

ENTREPRENEURSHIP

The concept of entrepreneurship, like the definition of the entrepreneur, has also been distorted. At the 5th Annual National Entrepreneurship Education Forum in 1987 (Bebris, 1987), Arthur Lipper III, editor-in-chief and chairman of Venture Magazine, Inc., listed three myths which have crept into our concept of entrepreneurship.

The first myth was that most new businesses fail. In Lipper's studies, he calculated that of the 700,000 new businesses that start each year, only 60,000 (less than 10%) go bankrupt. Still, over half (400,000) of the new businesses are terminated, which could mean changing their focus, merging or being

sold. Lipper emphasized the need to teach business termination factors in entrepreneurial courses so the entrepreneur can plan for and control the change phase.

The second myth was that small businesses create jobs. Since many existing small businesses are not expanding, Lipper proposed changing the words to "young businesses create new jobs". Entrepreneur Magazine reported that businesses less than five years old created 75% of the new jobs.

A third myth was that entrepreneurs are risk takers. Lipper explained that the true entrepreneur was not an irrational risk taker. Successful entrepreneurs are careful planners and very much in control of their business venture. Robert Peck (1985) agreed with Lipper that the risk-taking characteristic of entrepreneurs had been exaggerated. Peck distinguished the risk of entrepreneurship from the risk in gambling. Entrepreneurial risk is combined with two other entrepreneurial traits: opportunism and innovation. The entrepreneur is skilled in recognizing opportunities for innovation and planning ways to capitalize on the innovation. Entrepreneurs can be successful in an unstable environment because they make calculated guesses about the future. Therefore, the three traits of opportunism, innovation and risk are linked. The description of entrepreneurs shows how entrepreneurship fits into our changing economy. For innovative community educators, the next section of the Primer may reduce some of the risk associated with entrepreneurial program development.

PROGRAM DEVELOPMENT

This section focuses on the development of an entrepreneurial education program. First, a program planning process is outlined. Each part of the process involves collaboration with other agencies and individuals. Suggestions are offered to customize the program. Then the phases of entrepreneurial training are described. These phases are a succession of learner needs, which require different training methods. Recommendations are made for modifying existing vocational education programs to include entrepreneurship training.

SETTING UP A PROGRAM

Community educators going through the process of setting up an entrepreneurial program will perform tasks similar to those required of the potential entrepreneur. These include locating resources, establishing networks and surveying needs. In addition, the planner will establish contacts with organizations and individuals who can facilitate the learning of the students.

Community educators and entrepreneurs need a variety of skills and contact with diverse groups. As America continues in the information age, the need for the traditional expert is waning. More information will be readily available to everyone, and the quantity of information will prevent any one person from knowing everything. There will be a greater need for cooperation through networks of learners. Entrepreneurs will have to learn how to build networks to keep current in their business. The development of entrepreneurial education programs is similar to the development of other community education programs.

The program planning process (shown in Figure 3 on page 13) is based on one described in Entrepreneurship Models (1987), which has been used to set up entrepreneurship programs for different groups of clients: urban women, suburban women, rural women, minorities, disabled, dislocated workers and youth. The community educator can use the same outline to establish a local entrepreneurship program. Actually, the components overlap and can be adapted to standard program planning models. After examining our description of the process, readers are encouraged to browse through the enterprise/business development programs listed in Appendix II.

Select Advisory Committee.

The first step involves forming an advisory committee to design the entrepreneurial program. This committee should be composed of potential entrepreneurs, community leaders, business people and educators. With a variety of supporters, the committee can more accurately identify potential entrepreneurs and their specific learning needs. The committee, with access to more resources, will expand organizational and individual commitment to the program. They will also be more able to offer support and encouragement to entrepreneurs during the often frustrating start-up period. People who can visualize the relationship between helping individual entrepreneurs and the ensuing local economic development are ideal candidates for an advisory committee.

The community educator should select an advisory board to help strengthen community bonding and to encourage the development of the entrepreneurial program. Longtime residents are valuable resources. They can provide skills, a network with nearby communities and much unrecorded local information. Some longtime residents can be excellent role models demonstrating the hard work and common sense needed to operate a business. They can also provide basic business skills and knowledge to potential apprentices.

Newcomers can also provide information from various areas and a variety of enterprises. Their experiences and energy can be blended with those of the longtime residents to give the community an economic boost. With a well chosen advisory board, the community educator can increase communication and cooperation among all facets of the community. By sharing in the planning for community economic development, community pride and confidence increases.

Needs Identification.

After the committee is formed, the needs of individuals and the community should be identified and prioritized. Committee members might compare this step to individual or community analyses listed in many program planning books. Business people on the advisory committee can describe the skills needed by would-be entrepreneurs. Educators can focus on methods and materials needed to develop these skills. The community educators must begin early collaboration with agencies/organizations offering assistance in needs identification.

To customize training, a profile of the target student group should be created. In addition to data on their educational background, the planner needs to consider their schedules and transportation needs. Most potential entrepreneurs are already busy people who highly value their time. Since it may be impossible to meet all the identified needs, they must be prioritized.

Curriculum Selection.

Next, the committee will select a curriculum to meet the students' needs. This plan should include a method to evaluate the success of the program. Business people can identify and prioritize topics to assist the educators who will be sequencing the courses. Readers should refer to the next section of the Primer, which details two popular curriculum. For entrepreneurial training, a mixture of seminars, small groups and individual assistance seems to work best. Students needing remedial skills might be more motivated when entrepreneurial topics are used to enrich the basic curriculum. Programs offering a competency certificate imply successful completion of specific objectives. Community educators may want to consult with regional licensing boards and funding agencies to compile a list of objectives. Students receiving a competency certificate might be given preference for licenses and loans.

Resource Identification.

To develop a valid program, the committee will identify material and human resources. Some initial suggestions are offered in the Appendices. Since many resources lead to several others, the community educator will have to be selective. Generally, programs will be initiated before all potential resources are identified. The community educator will want to establish networks with a variety of resource providers to keep up-to-date on information in this rapidly changing field.

Fund Acquisition.

Fund acquisition compliments the resource identification step. The community educator will be writing grants. Offices on college or university campuses and at government agencies have information on various grant application processes. The community educator may decide to collaborate with other agencies to obtain some monies. The curriculum plan described earlier will be further clarified to meet the criteria of the funding source. Entrepreneurship programs offered through collaboration with other groups have many advantages. Some benefits are increased community support, expanded access to materials and services, and earlier awareness of economic changes at local and regional levels.

Network Formation.

Some national organizations provide different types of resources in different regions. With early collaboration, the community educator can identify the extent of resources and services. Some agencies/organizations already have curriculum for entrepreneurial programs, which can easily be adapted to meet the needs of your community. The community educator will make arrangements with an educational institution to provide basic services.

When the program has been organized, community outreach and participant recruitment can begin. The methods used will depend on the student profile developed earlier. For example, some minorities can be reached through churches or public places and some dislocated workers through job service centers. The advisory committee will keep in contact with groups of community providers and students to confirm their needs and to keep the groups involved in the project.

Pre-start Up Evaluation.

The pre-start up evaluation can be considered a last minute check. Community educators can examine their program plans and, if necessary, make minor revisions. Networks with resource groups within and outside of the community should be recontacted both to reconfirm their support and to learn of recent improvements in materials and services.

Commencement.

A kick-off event, like a grand opening for an enterprise, is good strategy to reinforce continued community support. A well-planned event can confirm local commitment and may attract additional support. By reminding community members of the educators' efforts to enhance local economic development, some of the former skeptics may be encouraged to join the community effort.

A closing event after completion of the initial program can also reinforce local support. Positive publicity showing the success of students will assure continued local support and increase community bonding.

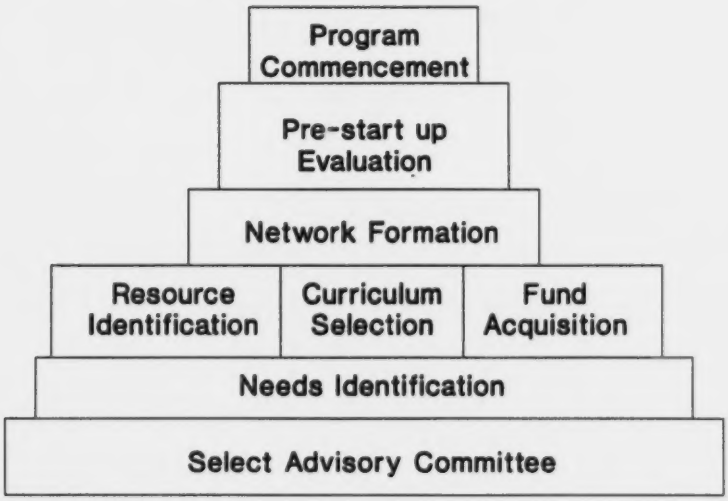
After commencement of the program, a most important step remains: program evaluation. The program should be evaluated by all participants from clients to consultants. Their suggestions for program involvement need to be carefully considered to offer a revised version of the program. Periodic evaluations, which should be planned, are required after each phase in the program has been completed and after the

establishment of new enterprises. These evaluations can assure that the program is still meeting the changing needs of the clients. When new needs are identified, program modifications can be made.

For more details on how to set up a program, the reader can refer to Entrepreneurship Models (1987). The monograph includes sample news releases, handouts, evaluation forms and pointers on forming advisory councils and deciding on course topics. Special consideration is given to selecting youth counsellors. Too often, adults do not let the youth participate in decision-making, and all entrepreneurs, youth or adult, need well developed decision-making skills.

Figure 3

COMPONENTS OF AN ENTREPRENEURIAL EDUCATIONAL PROGRAM



CUSTOMIZING A PROGRAM

Program customization includes the identification of potential entrepreneurs and matching their talents to the needs and resources of the community. Programs starting with a local needs assessment are often successful. Assessments can identify community needs for particular services or products. These needs provide a focus for entrepreneurship programs and help motivate learners. Generally, these individuals need updated business skills, current product knowledge and excellent communication skills. The community educator needs to locate instructors to help these learners develop skills, including networking with state and local groups.

To customize an entrepreneurial program, the advisory committee can start with a community survey (refer to checklist). Informal answers to these questions will give the committee a beginning community profile and may suggest the types of businesses the community would be able to support. The Small Business Development Centers (SBDC) also provide criteria for various business types. For example, data is available on the number of people needed within a certain distance to support a particular enterprise, such as a car wash.

While assessing needs, the community educators should strive for cooperation from community members. The observation that "when community members share ownership in a project from the onset, they are more willing to participate in continual support", is especially true for entrepreneurial programs. Community involvement tends to make any program more successful.

At the assessment stage, potential collaborators must be identified and asked for input. Locally, the chamber of commerce, existing business owners, teachers, parents, and others can be involved. On a regional or state level, one can contact the SBDC/SBA, economic development agencies, councils of government, the Department of Education, and community colleges.

Community education can be the key partner during the entire process. Since practical experience seems to be a critical factor separating successful entrepreneurial ventures from failures, community educators must include small business experience in the training program. Local business people should be included in the planning stages and encouraged to provide on-the-job experiences for the learners.

A CHECKLIST OF QUESTIONS FOR COMMUNITY EDUCATORS WANTING TO EXPAND THEIR ECONOMIC DEVELOPMENT ACTIVITIES

1. Are you interacting in economic development circles?

   A. Do you attend Chamber of Commerce meetings?
   B. Are you involved in the Chamber's education committee? If there isn't one, can you get one started?
   C. Do you sit on the Private Industry Council? If not, do you have an information arrangement that allows you to keep abreast of key issues?
   D. Do you know the regional economic development planners? Have you discussed helping them gain community input for their planning process?
   E. What strategies are these agencies undertaking to enhance economic growth and revitalization?

2. What data has been collected on the local economy?

   A. What are the statistics on employment/unemployment?
   B. What data exists to describe local shopping and consumption patterns?
   C. What is the size of the retail trade?
   D. How many retail dollars stay within the community?
   E. How many export dollars are brought into the community, and how effectively do they circulate?
   F. What potential exists for expanding existing business or developing new ones?
   G. What new technologies are likely to impact the labor force in each of these in the next two years? Five years? Ten years?

3. What portion of local jobs are created by small businesses?

   A. What portion of the labor force is self-employed?
   B. What estimates have been made on possible expansion of small business?
   C. How many small businesses begin and fold each year?
   D. What are the major causes of failure among local small businesses?
   E. How many recent changes in the economy impacted local small businesses, particularly retail stores and services?

4. Are you familiar with the major sources of funds for job training?

   A. What JTPA funds are available locally and how are they used?
   B. What kinds of training programs have been funded by the local or regional PIC? Are funds from the governor's special programs section available to meet the needs of your constituencies?
   C. What kinds of job training are currently being funded by vocational education?
   D. What training options exist for displaced homemakers, single parents and dislocated workers?
   E. Does your regional or local vocational extension program provide entrepreneurship training?

5. What is the literacy of the community?

   A. How many people have graduated from high school?
   B. What is the level of technical training? college education?
   C. What opportunities exist for training in new technologies?
   D. What characteristics do employers most desire in new hires?

modified from Emery, Horton & McDaniel

A portion of the planning stage is determining who will do the training. Several resources listed in Appendix III offer workshops and training materials (including curriculum) for persons interested in presenting entrepreneurial training. The trainers of entrepreneurs can examine a variety of curriculum before selecting one that meets their local learning needs. When the community educators decide to develop local programs, they need to select materials suited to their local needs and resources.

TRAINING PHASES

The three phases of entrepreneurial training require different teaching methods. Initial training for would-be entrepreneurs can employ traditional lecture and discussion methods. The curriculum would emphasize descriptions of small businesses, assessment of entrepreneurial skills and network formation. This phase would merge into the second or pre-start up phase where students would begin networking as they developed individualized businesses plans. During the second phase, would-be entrepreneurs would gain competence in: special product/service knowledge, pre-start up activities, inventory, loan, location, and marketing.

In an overview of model entrepreneurial training programs, the most frequently listed curriculum topics for the prestart-up phase were:

- developing a marketing strategy
- financial planning
- writing a business plan
- business promotion
- managing finances
- business records
- legal structures, and
- how to get a loan.

Generally, these courses were offered to meet the learners' expressed needs for particular information or skills. If you can only offer a few courses, these may be the ones with which to start. A community education program can begin offering these types of classes, while a comprehensive program is still in the planning stage. Training as support and guidance should continue until the entrepreneur reaches success.

During the third phase, the entrepreneur applies the knowledge gained from the program. The entrepreneur can now benefit from individualized instruction provided by national, regional and local resource groups. The Small Business Development Centers and volunteers from S.C.O.R.E. can provide

expert consultation on a variety of small business topics. Depending on the number of learners, some topics may be better covered by seminars or workshops. The community educator may choose to offer a few selected topics, which seem more important for local economic development. Educators can use portions of prepared curriculum for classwork and make other portions available for self-study.

EXPANDING EXISTING PROGRAMS

Many existing vocational programs can be modified to include entrepreneurship skills. George Jensen, the educational manager of A. B. Dick Co., (Bebris, 1987), proposed several rules for revising vocational programs to focus on small businesses as management. The major modifications are based on the concept that small businesses need people with different traits than large business. Jensen observes that in small businesses, people interact like family members, money seems more precious, budgets are more flexible, and support is more appreciated. The small business needs adaptable people.

Jensen also offered recommendations to engage the support of small business in a vocational program. The community educator can show that the program recognizes the unique needs of small businesses by offering courses tailored to meet these needs. One way to cooperate with the small businesses is by encouraging students to be apprentices. The community educator should maintain contacts between the small business and the school to assure that the businesses are gaining from the students. At the same time, the educator must assure that the student is learning problem-solving and other skills which can be transferred to the student's enterprise.

The initial networking between students and small business owners is extremely important, both for the program and entrepreneur. Information can be shared more quickly if one relies on the grapevine rather than formal methods. Jensen warns us to be extra alert to negative information, emphasizing that it travels faster than positive information, and it can do more damage.

Community educators are generally aware of the importance of program planning from the identification of local needs and resources through evaluation. The next part of the Primer compares selected curriculum for complete entrepreneurship training programs.

CURRICULUM RESOURCES

Due to the vast array of curriculum resources and the educator's need to keep current, this section describes only a few: those developed by educators and those available for pre-purchase examination.

Entrepreneurship curricula stress classroom programs for entrepreneurial awareness, business fundamentals and initial planning and individualized consultation for business development activities - from finalizing the business plan to growth and development. A variety of curriculum material is available. Community educators might first contact their states' community colleges and Department of Education for recommended items. Currently, 90% of the community colleges offer courses for small business owners (Ricklefs, 1989). The courses range from weekend workshops to two-year associate degree programs. Descriptions in the college catalogues can lead to instructors who might be able to assist as teachers or consultants.

RESOURCES

Entrepreneurship education is expanding rapidly. A reference for the community educator with time to comparison shop is Resources for Entrepreneurship Education, (1984). This thick information digest was developed through a two-year project sponsored by the U.S. Department of Education, Office of Vocational and Adult Education and the U.S. Department of Commerce, Minority Business Development Agency, to promote economic development through entrepreneurship education and training. Short chapters describe the whos, whats, whys and hows of entrepreneurship education and the enterprise development process. Evaluation techniques and methods for developing collaborative networks are highlighted.

Over 400 pages of appendices include 1) an annotated bibliography of teaching materials, which is keyed to levels and types of training, with ordering details and concise descriptions; 2) descriptions of model training programs with objectives, educational strategies, content, replicability and contact information; 3) a listing of the Minority Business Development Centers' goals, publications, and offices; 4) a listing of national, regional and state agencies/organizations to contact for each stage of entrepreneurial development from awareness to assessment; 5) a flow chart to guide the planning and implementation of new ventures; and 6) a self-evaluation form for potential entrepreneurs.

A copy of Resources for Entrepreneurship Education can be obtained from the Oklahoma State Department of Vocational and Technical Education (see Appendix IV). Even though this research digest is a few years old, much of the information is still reliable. Many of the agencies and organizations described have expanded their products and services.

Another resource is the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). Six regional centers of NNCCVTE network with each other and regional providers of education materials (see Appendix III). The NNCCVTE permits examination of curriculum materials before purchase, which allows the community educator to comparison shop. Those community educators anxious to begin an entrepreneurship program and with little time to develop a curriculum are advised to obtain one from NNCCVTE.

CURRICULUM MODELS

The two curriculum that were obtained from NNCCVTE and reviewed were PEP (Pre-Entrepreneurship Program) and PACE (Program for Acquiring Competence in Entrepreneurship). Both appear adaptable to local conditions.

PEP

PEP was developed by Central Washington University for persons about to become entrepreneurs in rural Washington. The PEP workbook and resource person guide can be adapted for use in other areas. The PEP curriculum consists of twelve performance-based modules for use by individuals or small groups:

Module 1:	Overview of the Pre-Entrepreneurship Program (PEP)
Module 2:	Small Business Characteristics
Module 3:	Resources for Small Business
Module 4:	Entrepreneurship Skills
Module 5:	Self-Assessment
Module 6:	Market Feasibility of a Specific Business
Module 7:	Financial Planning
Module 8:	Business Plan
Module 9:	Start-up Activities
Module 10:	Business Promotion
Module 11:	Personnel Management
Module 12:	Termination

Each module has a primary goal, clear objectives, a variety of activities and suggested methods of evaluation. Some activities require current information available from local or state agencies.

Initial planning might include assessing the participants' needs. Some might need remedial skills, which are already offered through the community education program. Remedial skills might be combined with the entrepreneurial program, using the concept of being "one's own boss" to motivate learners. With PEP, the educator encourages individualized learning activities and reviews participants' self-evaluations. Each PEP module allows the educator to offer enrichment activities to assure participants' competence of a particular learning goal.

The PEP Resource Person Guide contains a list of national, state and local references. The community educator is advised to begin networking and to obtain some materials before starting the Pre-Entrepreneurship Program. By using updated materials and tailoring the module to local needs, the program will be much more effective.

In addition, the PEP Resource Person Guide offers many helpful suggestions. One is that facilitators schedule specific consultation hours, or they will be consulting all the time. Consultation is necessary for participants to complete the program. A list of Resource Person Do's and Dont's offers encouraging reminders. PEP's authors observed that large group meetings are more helpful during the initial modules and that peer groups can be scheduled for various topics. To examine the PEP curriculum, contact the closest NNCCVTE regional office (listed in Appendix III).

PACE

PACE (Program for Acquiring Competence in Entrepreneurship) is a second valuable curriculum. PACE, based on the idea that entrepreneurship education is a building process, provides learning modules for three levels of development. Level One provides awareness for students who have little business background. Level Two, directed toward secondary students, provides in-depth knowledge about creating a new business. Level Three, for the post-secondary learner, is an actual planning program for the entrepreneur. Each level includes 18 topics:

1. Understanding the Nature of Small Business
2. Determining Your Potential as an Entrepreneur
3. Developing the Business Plan
4. Obtaining Technical Assistance
5. Choosing the Type of Ownership
6. Planning the Marketing Strategy
7. Locating the Business
8. Financing the Business
9. Dealing with Legal Issues
10. Complying with Government Regulations

11. Managing the Business
12. Managing Human Resources
13. Promoting the Business
14. Managing Sales Efforts
15. Keeping the Business Records
16. Managing the Finances
17. Managing Customer Credit and Collections
18. Protecting the Business

These self-contained units include objectives, activities and post-tests, (and they can be ordered separately). Depending on the students' knowledge, the community educators might review selected topics from Level Two before starting Level Three.

The sponsors of PACE provide speakers, technical assistance and other services. To examine the PACE curriculum or to learn about their other services, contact the National Center for Research in Vocational Education or a regional office of NNCCVTE (listed in Appendix III).

Whether you select one of these curriculum or one developed by your state education board, the entrepreneurial training program should be modified to meet local needs. To maximize the effectiveness of any entrepreneurship curriculum, the community educator will need to network with other agencies. Current information on legal issues, funding and other business practices must be provided to the learners. Entrepreneurs will also need to learn networking skills to remain up-to-date in the future. With our rapidly changing economy, some details will change each semester. Networking with the state's community colleges, department of education, Small Business Management Centers and others will increase the community educator's ability to offer a truly useful curriculum.

Community educators are encouraged to examine the types of enterprise/business development programs listed in Appendix II. The descriptions list curriculum topics considered most useful for local entrepreneurs. After the community educators have determined which topics would be most valuable, they should again contact the resource groups to customize the selected curriculum.

OPTIMIZING THE CURRICULUM

To optimize the entrepreneurship program, community educators may have to limit the enrollment in entrepreneurship programs. Early in the program, learners should be encouraged to make a "self-assessment" of their potential as entrepreneurs. Those learners with strong entrepreneurial traits are more

likely to complete an entrepreneurship training program, create new businesses and improve the local economy. Various checklists have been developed to measure one's entrepreneurship potential and are usually included as part of the curriculum (see Appendix I). Often, these assessments are a part of an entire lesson devoted to entrepreneurial lifestyles. For example, a section on entrepreneurial traits in Risks & Rewards of Entrepreneurship, 1988, (also available from NNCCVTE) begins with a personal characteristics assessment. The typical entrepreneurial life-style is described including a long work week of 50-70 hours. Unit activities guide learners to assess their ability to be successful, either as entrepreneurs or in another area. Other curriculum models (i.e. PACE Unit 2 and PEP Module 4) also devote complete units to assessing the learner's ability to become a successful entrepreneur. The community educator may want to examine several texts to get the best assessment tool for potential learners.

Another thing to consider is how to recognize a success, i.e. when the learner has become an entrepreneur. Will the program stop when the student gets a loan to start the business? when the business opens? when the business begins to show a profit? These are program development decisions that the community educator will want to consider.

It is essential for the program to encourage true entrepreneurship. Potential entrepreneurs need new types of learning experiences enabling them to accurately assess themselves and their work. Thus, the curriculum should emphasize intrinsic sanctions and rewards characterized by learning contracts or negotiation. The "lessons" should focus on process questions rather than simplistic who/what data.

Teachers can facilitate this skill-based learning by creating learning environments using active student-centered models. A dependency curriculum, where pupils are passive receivers and are rewarded by external sanctions, produces only "textbook" entrepreneurs. Active models encourage students to use critical thinking skills for problem-solving. Even if students decide not to become entrepreneurs, these new skills will help them to better adapt to our world's rapidly changing technology and knowledge.

SUMMARY

The authors hope that the Primer has made the concept of entrepreneurship training as a means for economic development more feasible for community educators. The first section reviewed the Center for Community Education and Economic Development's 1988 survey, which showed a nationwide concern of community educators for increased involvement in local economic development programs. Thus, the Primer is directed toward eighty percent of the community educators who wanted more information on economic development programs. With our changing economy and its effect on education, entrepreneurial training appears to be a viable option.

In the second section, we examined several myths associated with entrepreneurs and entrepreneurship. Entrepreneurs were defined as small business owners who combined opportunism and risk to apply their innovations. One can see how entrepreneurs are needed to support our changing economy, especially at the local level. But to help local economies, entrepreneurs need specialized training.

The third section on program development began with a program development process. The process identified the special actions needed to establish an entrepreneurship training program. A community survey or situational analysis was suggested to customize the program to meet local needs. Then three levels of entrepreneurial training were described. For each level, community educators will need to offer different types of support. The section closed with suggestions on how to modify existing vocational programs to meet the learning needs of entrepreneurs.

The curriculum resources section introduced texts, agencies and considerations. Resources for Entrepreneurship Education is a handy text for community educators initiating or expanding entrepreneurship training programs. Two sample curriculum from the National Network for Curriculum in Vocational and Technical Education were detailed. PEP and PACE were selected because they are available and applicable nationwide. Community educators are urged to compare unit topics and methods of presentation in any curriculum to develop an effective program. Lastly, the importance of using active

student-centered curriculum is stressed. Training entrepreneurs implies structuring lessons to allow the practice of the skills similar to those needed to operate a business.

Four appendices follow. Appendix I: Personality Inventories provides two methods to identify persons most likely to become successful entrepreneurs. Appendix II: Enterprise/Business Development Programs lists a variety of entrepreneurship programs directed toward community economic development. Readers will be interested in comparing the topics offered and their format. Appendix III: Resource Organizations lists the major groups involved with establishing and supporting entrepreneurship training programs. These groups can form the initial network for community educators. Appendix IV: Readings describes items thought to be most useful to community educators. The brief descriptions allow the reader to select items to compliment local programs.

BIBLIOGRAPHY

American Association of State Colleges and Universities., 1986.
The Higher Education-Economic Development Connection.
Washington, D.C.

Bebris, John M. (Ed.), 1987.
Recharging the American Dream, Proceedings of the Annual National Entrepreneurship Education Forum (5th, Washington, D.C., June 24-26, 1987).
Ohio State University, Columbus.
National Center for Research in Vocational Education (ED289970)

Belcher, James O., Warmbrod, Catharine P., 1987
Entrepreneurship Education. OPTIONS. Expanding Educational Services for Adults.
National Center for Research in Vocational Education.
Ohio State University, Columbus (ED288991)

Burks, Irma P., 1988
A Report of the Minority Business Enterprise Project: A Partnership Program of the American Association of Community and Junior Colleges and the Minority Business Development Agency.
Washington, D.C. Minority Business Enterprise Project (ED292534)

Emery, M., Horton, D., and McDaniel, R., 1988
Community Education and Economic Development: Activities in the Field and Potential New Models.
WSU Center for Community Education and Economic Development.
Washington State University
Pullman, WA

Entrepreneur Magazine. 1988 Media Kit. Irvine, CA.

Finger Lakes Regional Education Center for Economic Development, 1987
Entrepreneurship Models
Mount Morris, NY (ED 288005)

Peck, Robert D., 1985
Entrepreneurship and Small College Leadership, pp. 23-29 in Leadership and Institutional Renewal, edited by R. M. Davis.
New Directions in Higher Education, No. 49.

Ricklefs, Roger, 1989
Schools Increase Courses to Help Entrepreneurs.
The Wall Street Journal, Feb 6, 1989, page B1.

U.S. Small Business Administration and Pacific Bell Directory, 1987
A Tribute to Small Business: America's Growth Industry.
Pacific Bell Directory, San Francisco, CA

APPENDIX I: PERSONALITY INVENTORIES

Personality inventories can provide the instructor and the learner with a clearer estimate of how likely the learner is able to become an entrepreneur. Before assessing a learner for entrepreneurial traits, be sure the learner understands that the personality checklist is a diagnostic tool. The questions must be answered honestly. One can usually figure out the "right" answers to achieve a high entrepreneurial score. Following are portions of two entrepreneurship assessment tools. The first includes a series of multiple choice questions. The second is a series of true/false statements. Learners who select the "right" answers instead of honest answers will be wasting their time in an entrepreneurship program. Neither the instructor nor the learner will be motivated to complete the program if the result will be a "textbook" entrepreneur. Persons unlikely to become entrepreneurs can spend their time better pursuing different career goals.

ENTREPRENEURIAL CHECKLIST #1

Select the answer which best describes or comes closest to your feelings.

WILLINGNESS TO RISK MONEY:

- ☐ 1. As long as I feel that there is a good chance of success, I'll go for it without hesitation.
- ☐ 2. I'm willing to invest some money, but I always want to leave a sizable cushion, just in case.
- ☐ 3. I have never really felt comfortable risking money or time on things I'm not absolutely sure of.

INDEPENDENCE:

- ☐ 1. Most of all, I want to be my own boss; it's my major goal.
- ☐ 2. I don't mind working for other people, but I'd rather be on my own.
- ☐ 3. Being on my own really scares me. I'd rather have the security of being an employee and let someone else worry about the problems.

FLEXIBILITY:

- ☐ 1. I adapt to change quickly and decisively.
- ☐ 2. I move, but it takes time and careful consideration.
- ☐ 3. I would rather see things stay the same; I get uptight when change occurs.

SELF-CONFIDENCE:

- ☐ 1. I am very confident in myself and know that I can handle most situations.
- ☐ 2. I am confident most of the time, particularly when I know the ground rules.
- ☐ 3. I'm not in control of my destiny; other people really control my future.

ATTITUDE TOWARD PEOPLE:

- ☐ 1. I am naturally drawn to people; I like them, and they like me.
- ☐ 2. I find most people enjoyable, and most people are attracted to me.
- ☐ 3. I like things more than people and don't have many friends.

KNOWLEDGE OF THE PARTICULAR BUSINESS:

- ☐ 1. I know the business that I've been thinking about well and will enjoy it.
- ☐ 2. I'm reasonably confident I can learn the business, and it appears that I will enjoy it.
- ☐ 3. I am not familiar with this type of business, nor do I know whether I will enjoy it.

ABILITY TO START FROM SCRATCH:

- ☐ 1. I enjoy the challenge of building something from scratch on my own; I'm a self-starter.
- ☐ 2. If given basic guidelines, I can do a good job.
- ☐ 3. I really prefer to have the entire job laid out; then I'll do it well.

COMMITMENT:

- ☐ 1. I have a high drive and commitment and won't stop until the project is done.
- ☐ 2. I seem to have a high level of perseverance when things are doing well.
- ☐ 3. I start many projects but rarely find time to finish them.

COMMON SENSE:

- ☐ 1. I consider myself realistic and "street wise" when it comes to business.
- ☐ 2. Most business situations make sense, but there are areas where I feel out of step.
- ☐ 3. I am inexperienced and impractical in business matters.

WILLINGNESS TO ACCEPT FAILURE:

- ☐ 1. "Nothing ventured, nothing gained" is my motto.
- ☐ 2. I want to succeed, but if I fail, I will accept it.
- ☐ 3. I want to avoid failure and won't take a risk if it doesn't look like a sure thing.

HEALTH:

- ☐ 1. I have excellent health and feel good, both physically and mentally.
- ☐ 2. I get sick on occasion, but it doesn't last long.
- ☐ 3. I have problems with my health; illness always seems to get in my way.

WORK HABITS:

- ☐ 1. I plan before I start and then work my plan; I'm well-organized.
- ☐ 2. I find that I'm organized most of the time; but on occasion, I do get out of control.
- ☐ 3. I take things as they come and sometimes get priorities confused.

Reprinted with permission: "How to Start, Expand and Sell a Business, a Complete Guidebook for Entrepreneurs", by James C. Comiskey.

ENTREPRENEUR CHECKLIST #2

I like and respect myself. I know I am a worthy, capable and valuable person.

I enjoy my life, my profession, and my relationships with other people.

I have a positive expectancy of winning big, and I take temporary setbacks easily.

I have pride in my performance and a positive expectancy of the future.

I express myself well, and I know others respect my point of view.

I look for ways of putting myself and others up.

I am very effective and efficient, especially in stressful situations.

I guide my own destiny, and I am accountable for the results of my decisions and actions; I reinforce my successes and correct for errors.

I am my own expert, and I am not affected by the negative attitudes and opinions of others.

I know that people feel better when they do things well, and it is easy for me to trust people to do their best.

I am very firm and demanding, and I hold my team and staff to a winning picture.

I use my utmost potential to help people to be fulfilled and happy.

I quietly do helpful and worthwhile things for my community and church.

I quietly do helpful and worthwhile things for others.

I have a variety of interests in life.

I help my family members in any way I can.

I have an excellent free-flowing memory with clear and easy recall.

I am well-organized, and I vividly and explicitly know my plan of attack.

I am fair and just in dealing with people.

I enjoy taking calculated risks to improve.

I show great concern for others' feelings.

I develop feelings of self-respect and esteem in others.

I am logical and decisive in making important decisions.

I am my own expert, and I allow others the same privilege.

I am an active person; I do things first and one thing at a time.

APPENDIX II: ENTERPRISE/BUSINESS DEVELOPMENT PROGRAMS IN LOCAL COMMUNITY EDUCATION CENTERS

A review of the materials provided by responses to the 1988 survey showed that some community educators are already collaborating with other agencies to offer entrepreneurial education. Some survey respondents supplied brochures on their programs. Respondents named over two hundred "exemplary and/or innovative community education programs involved with local economic development in their state". All programs with mailing addresses were contacted and asked to provide information. Examples of the various programs are briefly described in the following section. We have divided these into programs focusing on youth and those primarily for adults. If your community education program already includes similar types of programs, the switch to entrepreneurial projects should be easy.

PROGRAMS FOCUSING ON YOUTH

Entrepreneurship programs focusing on youth are provided through schools and youth organizations. These programs often have hidden benefits, such as encouraging completion of high school and retaining youth in the community.

The new **4-H Teenpreneur Program** helps young people (ages 13-19 years) go into business for themselves. Adult volunteers are trained as mentors to teach job and marketing skills to 4-H members. Teaching guides and members' notebooks are used in this ten-month program.

Contact:

William Smith
District 4-H Agent
4000 Lake Center Drive
Troutwood, OH 45426
(513) 854-6781

The **Youth Entrepreneurial Seminars (YES)** program is designed for young people in rural Minnesota. YES helps high school students explore their entrepreneurial potential and understand the process of organizing and operating a business. A three-hour program using a slide/tape set, a personal assessment quiz and discussion leads youth to conduct a marketing survey. Later, at a weekend retreat, young people develop a business plan.

Contact:

Richard W. Byrne
4-H Youth Development
University of Minnesota
340 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108
(612) 373-1223

Mini-Enterprises involves a third of England's secondary schools. Mini-Enterprises enables students to set up their own businesses by encouraging three types of learning. Education <u>for</u> enterprise develops skills, knowledge and attitudes necessary for setting up a business. Education <u>about</u> enterprise enhances their understanding of wealth creation, marketing, finance and business organization. Education <u>through</u> enterprise promotes personal development, communication and decision-making skills.

Some of the successful businesses were a bakery, a toy factory, a garden concrete products factory and a magazine. Factors contributing to success were student ownership of the idea, moral support and encouragement, expert assistance and adequate start-up financing. Business failures were characterized by a fear of failure and neglect of the business plan. Many of the successful mini-enterprises involved the entire curriculum (English, history, math, art, etc.)

Contact:

Mini-Enterprise in Schools Projects
Centre for Education and Industry
University of Warwick
Westwood
Coventry CV4 7AL
(0203) 523951/53

PROGRAMS FOCUSING ON ADULTS

The Mille Lacs Area Community Development Corporation completed a community assessment and now consults with community education programs quarterly to construct appropriate courses and seminars. Training is offered through the SBDC at Brainerd Technical Institute. Sometimes the staff from the University of Minnesota is used. Four **Small Business Management** seminars cover financial statements, marketing, cash-flow and advertising. Some programs are offered on interactive television.

Contact:

John Holbrook, Director
Community Education
Mille Lacs Area
Onamia High School
Onamia, MN 56359
(612) 532-4175

The Fillmore County Development Corporation began a rural communities program collaborating with the University of Nebraska, local businesses, Nebraska Business Development Center, Small Business Administration.

The Corporation surveyed the community to determine which businesses were needed and could be supported by the community. One outcome was a Rural Retail Incubator for seventeen previously hidden or home-based businesses. Through the incubator, business owners used **SUCCESS (Special Use of Curriculum and Classrooms for Exceptional Student Services)** for their training needs. Using the "2% theory", the Corporation directed their efforts to help twenty businesses improve 2% rather than helping five businesses improve 20%.

Some additional economic development outcomes include the establishment of an Entrepreneurial Development Corp., business networks and cooperatives, a storefront financial planning service and a seminar series.

Contact:

Marcia Stuckey, Director
Fillmore County Education and Recreation
Geneva Public Schools
Geneva, NE 68361

The Clear Creek Community Education Center has offered a **Small Business Seminar Series** for several years. Most seminars are offered in collaboration with the Clear Creek Economic Development Corporation. Participants can enroll in any or all of the programs.

- Small Business Accounting: basic accounting and record keeping, tax reporting and filing, and compared computer vs. manual accounting systems
- Critical Legal Issues: the pros and cons of buying and selling a small business, security investments, options of accounts receivable and accounts payable, and the collection of bad debts and checks
- Bankruptcy Issues: when to consider bankruptcy, its ramifications, and how to protect your business when another declares bankruptcy
- Advertising and Marketing: identifying customers, defining one's market and developing a comprehensive advertising program (discount coupons, direct mail, media usage)
- How to Get a Small Business Loan: the preparation of a successful loan package and business plan, what the lender looks for, cash flow analysis, a market study and using SBA and other government funded loan programs
- The New Tax Act: explained the Act's impact on small businesses
- Income Tax Preparation: participants organize and gather information for actual report preparation
- Marketing Through Store Lay Out and Design: basic concepts to improve the usage of existing and/or planned space
- Moonlighting With Your PC: designed for the home-based business. Participants learn 101 ways to earn extra income by developing business plans. Topics covered include marketing, promotion, pricing and long term forecasting.

Contact:

Clear Creek Community Education
Box 3399
Idaho Springs, CO 80452
(303) 569-2076

The Richmond County Schools offer an **entrepreneurship program** covering all aspects of business from legal issues to record keeping.

Contact:

Ben Jones
Richmond County Schools
P.O. Drawer 1259
Hamlet, NC 28345-381
(919) 582-5860

A consortium of community and church leaders, local political leaders, the New York State Education Department and the New York State Economic Development and Department of Labor have joined forces to assess the types of training needed and to obtain start-up funding. The consortium provides an **Entrepreneurial Training Program for East End Minorities**. The Technical Center offered classrooms; the Community College offered skills and resources; and the Department of Economic Development offered help and advice.

Contact:

Sharon Fagan
Director-Supervisor of Special Programs
BOCES I Suffolk
313 West Main St.
Riverhead, NY 110901-2763
(516) 727-1692 or 1984

The Learning Enrichment Foundation is a consortium of city, York Board of Education, York Association of Industry, and United Steel Workers of America for community economic development. The consortium supports the **Entrepreneurial Training Center**. Two major parts are the York Business Opportunity Center, which provides incubators, and the Small Business Owner Development Program providing consultation and a support network. The Entrepreneurial Training Center

> "developed a new sense of synergy, in which vital resources are combined to make the enterprise stronger. While York is a relatively small municipality, it retains a real sense of community and a will to survive that have been definite assets in the community development process." p.15.
>
> Shuttleworth, Dale E. 1988. The Community as Classroom. Community Education Journal, Vol. XV, No. 4, July, 1988, pp. 12-15.

Contact:

Dale Shuttleworth
Assistant Superintendent
Programs and Community Services
Board of Education
York County, Ontario CANADA

The Mobile Recreation Department sponsors a three-hour workshop: **How to Start a Business**. With the help of Small Business Development Center staff, participants outline the basic steps to develop a business plan. Workshop topics include the types of legal structures, taxes and licenses, marketing and financing.

Contact:

Sherryll Henderson
Mobile Recreation Dept.
2301 Airport Blvd.
Mobile, AL 36606
438-7128

The Clark College Seminar Center offers workshops and seminars through a **Small Business Clinic Series** co-sponsored by the SBDC and the U.S. Small Business Administration. Workshop topics include small business success and failure factors, marketing, sales, advertising, bookkeeping, and developing a business plan. A separate seminar, "Starting Your Own Business", focuses on the legal issues of getting started.

Crafts people can enroll in a five-hour course, "Market Your Art", to determine their market and learn how to reach it.

Contact:

Jacquie Collier
1800 E. McLoughlin Blvd.
Vancouver, WA 98663
(206) 694-6521

Queen Anne's County Department of Recreation and Parks offers a six-week course, **Getting Started in Your Own Business**. Participants learn to survey markets, select a saleable commodity/service, get vital statistics of the area to help determine the type of business, and where to get financing.

Contact:

Catherine Quesenberry
Queen Anne's County
Dept. of Recreation and Parks
Box 37
Route 18 West
Centreville, MD 21617
(301) 758-0835

The Cobb County Public Schools partner with the U.S. Small Business Administration to offer six **small business development classes**. These two-hour classes are directed toward new entrepreneurs. Topics include:

lease or own your business facility,
customer service,
financial analysis,
interpersonal skills development for employer/employee,
managing your business dollars effectively, and
entrepreneurship: finding your niche.

Contact:

Nick Pedro
Cobb County Public Schools
Box 1088
Marietta, GA 30061
(404) 427-9934

The Cumberland Adult Center, in cooperation with the U.S. Small Business Administration, offers a two and one-half hour course, **How to Start Your Own Business**. The course, directed toward persons desiring to become entrepreneurs, emphasizes factors involved in selecting and forming a sole proprietorship, a partnership or a corporation. Entrepreneurs receive guidance on determining initial capital needs and locating sources of financing.

Contact:

Robert Sholton
Cumberland Adult Center
30 Cumberland Avenue
Great Neck, NY 11020
(516) 482-8650 ext. 641

The Lexington Vocational Center sponsors a six-week course, **Entrepreneurship: Going Into Business for Yourself**, which includes marketing, management, ownership, image, financing, location, store layout, personnel and promotion.

Contact:

Linda Jacobus
Vocational Center
2421 August Highway
Lexington, SC 29072
359-4151

BOCES - Valhalla sponsors ten seminars on **How to Start a Small Business**. The small business management course covers all aspects of forming and operating a business. In the commercial advertising course, various methods are compared for different products or services information. The management fundamentals course presents different types of setups and management styles, planning, control, decision-making, financing, recordkeeping and required compliance practices.

Contact:

Antonio Franqueira
BOCES Mid-Westchester Center
65 Grasslands Road
Valhalla, NY 10595
(914) 761-3400 ext. 321

The Raleigh Community Education Program sponsors a five-week course, **Starting Your Own Small Business**. The weekly sessions concentrate on business plans, accounting, financing, legal aspects, and marketing.

Contact:

William P. Fritag
Box 28041
Raleigh, NC 27611
(919) 790-2434

Skowhegan Community Education offers a course for new business owners. Through ten two-hour classes on business management, participants develop a plan for their first year of operation and earn a **certificate in business basics.**

Four additional classes for women cover basic survival skills, empowerment and confidence building.

Contact:

Mr. Andre E. Pied
MSAD #54
Skowhegan Area High School
West Front Street
Skowhegan, ME 04976
474-7553

The Conway Adult Education program offers a ten-week course, **Business Management and Entrepreneurship.** The program covers public relations, sales, marketing, money management, recordkeeping, planning, inventory control, financing and the positive and negative aspects of partnerships and corporations.

Contact:

James Powell
Adult Education
Route 6, Box 201
Conway, SC 29526
347-4688

The Madison District Public Schools offer a **Home-Based Business course** in six sessions. Potential entrepreneurs explore the role for home-based business. Topics are selected to meet individual needs.

Contact:

Norma L. Ross
Madison District Public Schools
28500 Alden
Madison Heights, MI 48071
(313) 545-5585

The Lawton Public Schools offer two courses. With a home study course, **Owning Your Own Business**, students learn business basics through a workbook and an audio cassette tape. A two and one-half hour seminar, **Home-Based Business: Putting It All Together,** covers assessing personal traits, market research, pricing for profit, recordkeeping, promotion and protecting family relationships.

Contact:

Howard Johnson
Lawton Public Schools
Adult and Community Education
P.O. Box 1009
Lawton, OK 73502
(405) 355-7727

Topsham Adult Education offers a course on **business basics for new or soon-to-be entrepreneurs**. In twelve sessions, participants learn management skills, financial recordkeeping, marketing techniques, methods to plan and control the direction of business, as well as techniques for confidence building.

Contact:

Patrick O'Regan
MSAD 75
Adult Education
22 Elm Street
Topsham, ME 04086
729-6751

The state wide Board of Cooperative Educational Services (BOCES) offers an eight-week course on **small business management**. Topics include financing, bookkeeping, advertising, merchandising, selling and franchising.

Contact:

J. Edwin Hostetter
Rd. #1, Box 369-A
Salt Point Turnpike
Poughkeepsie, NY 12601
(914) 471-9203

The Oceanside Public Schools provide **business development programs** to existing small businesses. Training is provided through on-site customized courses, workshops, campus courses in many business skills, and computer clinics

Contact:

Morton S. Horowitz, NCAAE President
Oceanside Public Schools
Dept. of Community Activities
School #4, Oceanside Road
Oceanside, NY 11572
(516) 678-1200 ext. 273

Midland Tech collaborated with the Small Business Development Center to offer a **comprehensive entrepreneurship program**. Current or would-be business owners may take eleven, three-credit hour courses and one, three-hour elective to receive a certificate, or they take selected courses to meet their individual needs. Required courses for the certificate include:

marketing research and sales projection,
loan applications,
salesmanship,
planning for success,
recordkeeping,
financial analysis,
budgeting,
taxes,
hiring and developing people,
quality control, and
time management.

Additional courses for special audiences include a six-week course, **The Entrepreneur: How to Start a Small Business**. Learners develop a business plan, assess their market and review financing, organizing, making a profit and laws affecting small business. A six-hour **Small Business Tax Workshop** is sponsored with the IRS. Topics include business taxes, tax benefits and obligations, employer tax responsibilities, recordkeeping and late penalty information.

Contact:

D. Calvino Guimares
Midlands TECH
P.O. Box 2408
Columbia, SC 29202
738-1400 ext. 4374

Some model programs, especially those directed toward advanced entrepreneurial students, are difficult to copy. An example is the **Small Business Management Program** at Edmonds Community College in Washington, which has been awarded certificates of excellence from both the Small Business Administration and the National Small Business Training Network of the American Association of Community and Junior Colleges. The program combines monthly lectures on topics of concern and individual consultation for small business operators. Individual consultation requires instructors who are knowledgeable about small business management and who have established networks with national/state/local resource persons.

Contact:

C. Allen Powers, Consultant
Small Business Management
Edmonds Community College
20000 68th Ave. West
Lynwood, WA 98036-5999
206-771-1682

Even though the advanced programs involve more individual consultation than classroom activities, the types of topics offered provide some guidelines for program development. The community educator might contact the state's Small Business Development Centers and nearby representatives from S.C.O.R.E. for topics of local interest.

Many college and university catalogues are on microfiche at major universities. The community educator can scan these for small business management programs to see the types of courses offered and the amount of credit offered for each. By comparing the required and elective courses, the community educator will have a clearer concept of which to include in their curriculum.

APPENDIX III: RESOURCE ORGANIZATIONS

Almost every model program, agency and organization has compiled lists of relevant resources. Most offer assistance in planning, staff development, technical aid and referrals. As you start contacting some of the groups included here, you will be put in contact with new organizations and old agencies with new goals. Select resources appearing useful to your local needs and do not try to contact everyone. We apologize if some of the groups listed here have changed their focus in the time between the Center's contact and your inquiry.

REAL ENTERPRISES

School-based enterprise development is the most familiar opportunity known to community educators for their participation in local economic development activity. Developed and championed by Paul DeLargy, the school-based enterprise movement has gained national recognition. DeLargy has written and spoken extensively on this approach, and in partnership with the Georgia state small business development network, has initiated the REAL Enterprises program.

As outlined by DeLargy, REAL (Rural Education through Action Learning) Enterprises are school-based development enterprises for rural students. In these education programs, local schools cooperate with community educators to teach students to research, plan, set-up, operate and own economically viable, long-term small businesses.

The primary goals of REAL Enterprises are as follows:

A. Institutional goals	to help rural schools become effective small business incubators.
B. Educational goals	to help students and teachers develop understanding of, interest in, and competence around entrepreneurship and small business management/ownership.
C. Economic goals	to help create new local jobs through identifying and utilizing untapped opportunities in the local economy.
D. Individual goals	to help foster a sense of empowerment and heighten the capacity to be a successful productive community member.

School-based REAL Enterprises, which are open and accessible to all students, establish REAL businesses and involve programs with educational integrity. The school serves as an incubator from which students, as owners/operators, fill gaps in the local economy. REAL Enterprises are integrated into school curriculum, tailoring programs, businesses and education to the needs of the local economy. In early 1989, REAL Enterprises was considering expansion into community colleges.

For more information contact:

School-based Enterprises
REAL Enterprises
Chicopee Complex
1180 East Broad Street
Athens, GA 30602
(404) 542-6806

COMMUNITY EDUCATION DEVELOPMENT CENTRE
Briton Road, Coventry CV2 4LF ENGLAND
Telephone: Coventry (0203) 440814

The school-based enterprise strategy has been developed within the context of community education. Education 2000 is a four-year project combining information technology and curriculum development to foster an educative community meeting the needs of young people.

The role of schools and the place of community education in enterprise development is being investigated and pursued by the national center in the United Kingdom. Training for instructors and staff includes: how to use and develop new technology in the context of their own subject matter, modern approaches to management, and the techniques of creative leadership, teambuilding and networking.

SCORE

The Service Corps of Retired Executives (SCORE) is a non-profit organization of volunteers, sponsored by the U.S. Small Business Administration. Almost all SCORE counselors are retired business executives and professionals. They offer seminars and one-on-one counseling to help you run your business or to start up a new business.

Contact the closest District Representatives who can put you in contact with a SCORE volunteer whose expertise suits your needs:

Jim Black
c/o SBA, Suite 4-S-29
880 Front Street
San Diego, CA 92188

Lloyd Fontaine
37 Hewbert Ave.
South Weymouth, MA 02190

William Daum
1 Hardenburg Rd.
Ulster Park, NY 12487
914-338-4367

Patrick D. Gilhooley
89 Shore Dr.
Charlestown, MD 21914
301-278-9064

William C. Niesen
1320 Treebrook Ct.
Roswell, GA 30075
404-998-2735

Hershel Kaufman
6301 N. Sheridan Rd., #4F
Chicago, IL 60660

W. I. (Bill) Grubbs
4438 Ridgeside Dr.
Dallas, TX 75244
214-233-5606

Hilbert F. Kelsker
1105 Linwood Terrace
Springfield, MO 65807
417-869-5150

Claude Mulholland
8269 E. Briarwood Ave.
Englewood, CA 80112
303-771-3229

Harry Keller
35 Sequoia Cir.
Santa Rosa, CA 95401
707-525-9967

Robert Norwalk
4012 41st Ave., NE
Seattle, WA 98105
206-525-9334

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

NNCCVTE is a network of six regional centers serving vocational educators, business, industry, labor and community-based organizations. Each center provides access to materials developed in all six centers. Thousands of vocational curriculum items are free, available on a short-term loan basis or for purchase. NNCCVTE also provides staff development, in-service training and technical assistance.

The Centers, through state representatives, are aware of curriculum that is under development or has been developed in each state. In addition, the centers maintain liaisons with national agencies and professional organizations. Contact your center director for additional information on NNCCVTE Services.

FOR ASSISTANCE IN: Delaware, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin:

East Central Curriculum Coordination Center
Director
Sangamon State University, F-2
Springfield, IL 62794-9243
217/786-6375

FOR ASSISTANCE IN: Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming:

Northwest Curriculum Coordination Center
Director
Old Main
Room 478
St. Martin's College
Lacey, WA
206/438-4456

FOR ASSISTANCE IN: Arizona, California, Hawaii, Nevada:

Western Curriculum Coordination Center
Director
College of Education
University of Hawaii
1776 University Avenue
Suite 216
Honolulu, HI 96822
808/948-7834

FOR ASSISTANCE IN: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee:

Southeast Curriculum Coordination Center
Director
Mississippi State University
P.O. Drawer DX
Mississippi State, MS 39762
601/325-2510

FOR ASSISTANCE IN: Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas:

Midwest Curriculum Coordination Center
Director
State Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364

FOR ASSISTANCE IN: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont:

Northeast Curriculum Coordination Center
Director
Division of Vocational Education
New Jersey Department of Education
Crest Way
Aberdeen, NJ 07747
201/290-1900

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815
(614) 486-3655 (Ohio)

Curriculum: PACE (Program for Acquiring Competence in Entrepreneurship)

Level 1 - for secondary students - awareness
Level 2 - advanced secondary - concept familiarity
Level 3 - post secondary - develop competency

The curriculum for each level includes an instructor's guide and a separate student workbook for each of eighteen modules. At each level, curriculum topics have the same module number. For example, module 15 is "keeping business records". The same resource guide can be used for all levels. An instructor could use a Level 2 module to introduce its Level 3 counterpart.

Resources:

Workshops, speakers, an in-residence program, technical assistance, special write-ups.

HIGHER EDUCATION RESOURCES

These higher education institutions are already working on local economic development projects. They can assist with community assessment plans and help expand networks with state and local groups.

Univ. of Alabama
Department of Marketing and Management
Box J/102B/Bidgood Hall
University, AL 35486
205/348-6010

Development Officer
Arizona State Univ.
College of Engineering
Tempe, AZ 85257
602/965-2585

Associate Vice President
Academic Affairs and Liaison to MICRO
Univer. of California
Berkeley, CA 94720
415/642-9786

Dean
Graduate School of Public Affairs
Univer. of Colorado at Denver
1100 14th Street
Denver, CO 80202
303/629-2825

Director
Economic Development Laboratory
Georgia Institute of Technology
Atlanta, GA 30332
404/894-6101

Executive Director
Michigan Biotechnology Institute
P.O. Box 27609
Lansing, MI 48909
515/355-2277

Director
Michigan Industrial Technology Institute
P.O. Box 1485
Ann Arbor, MI 48106
313/769-4000

Executive Vice President
Jackson State Univ.
Econ. Devel. Dept.
1400 Lynch Street
Jackson, MS 39217
601/968-2255

Dean
College of Urban Affairs
Cleveland State Univ.
Cleveland, OH 44115
216/687-2134

Director
Ohio Univ.
Innovation Center
One President Street
Athens, OH 45701
614/594-6682

President
Eastern Oregon State College
Economic Devel. District
Regional Services Inst.
LaGrande, OR 97850
503/962-1830

Executive Director
Industrial Development
Pennsylvania State Univ.
University Park, PA 16802
814/863-0532

Director
Center for Economic Dev.
Univ. of Texas at San Antonio
San Antonio, TX 78285
512/224-1945

Director
Texas A & M University
Texas Engineering Experiment Station
Institution for Ventures in New Technology
College Station, TX 77843
409/845-0538

Utah Innovation Center
Univ. of Utah
417 Wakara Way/Research Park
Salt Lake City, UT 84108
801/584-2520

EDUCATION RESOURCES

These educational organizations can assist with locating teaching materials and networking with state or regional resource people:

American Association of State Colleges and Universities
Office of Community Development and Public Service
One Dupont Circle/Suite 700
Washington, DC 20036-1192
Education Management
202/293-7070

American Association of Community and Junior Colleges
Director
Keeping America Working Project
One Dupont Circle/Suite 410
Washington, DC 20036
202/293-7050

Business-Higher Education Forum
American Council on Education
One Dupont Circle/Suite 800
Washington, DC 20036
202/833-4716

Carnegie Forum on Education and the Economy
1001 Connecticut Avenue NW/Suite 301
Washington, DC 20036
202/463-0747

Minnesota Curriculum Services Center
3554 Bear Avenue
White Bear Lake, MN 55110

Council on Independent Colleges
One Dupont Circle/Suite 320
Washington, DC 20036
202/466-7230

Interstate Distributive Curriculum Consortium
The Ohio University
1564 West First Avenue
Columbus, OH 43212
(614) 486-6708

Media Processing Section
N.C. Dept. of Comm. Colleges
100 S. Harrington St.
Raleigh, NC 27611

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandra, VA 22304

Ohio Distributive Educational Materials Laboratory
115 Townsend Hall
1885 Neil Avenue
Columbus, OH 43210

The American Vocational Association
2020 North 14th Street
Arlington, VA 22201

SMALL BUSINESS DEVELOPMENT CENTERS

Most States have one or more Small Business Development Centers (SBDC's), often a part of a State university, that provide counseling and assistance to potential new business owners. Most States have regional or local subcenters as well, so that help in evaluating new business ideas and developing marketing and financial plans can be obtained locally. For further information about SBDC services, and the location of the nearest office, contact the State center listed below.

ALABAMA
Mr. Jeff Gibbs
State Director
Alabama Small Business
Development Center
1717 11th Avenue South,
Suite 419
Birmingham, AL 35294
(205) 934-7260

ALASKA
Ms. Janet Nye
State Director
Alaska Small Business
Development Center
Anchorage Community College
430 West 7th Avenue,
Suite 115
Anchorage, AK 99501
(907) 274-7232

ARKANSAS
Mr. Paul McGinnis
State Director
University of Arkansas
at Little Rock
Small Business
Development Center
Research and Public Service
5th Floor Library, Room 512
33rd and University
Little Rock, AR 72204
(501) 371-5381
1-800-482-5850 Ext. 5381

CONNECTICUT
Mr. John O'Connor
State Director
University of Connecticut
Small Business
Development Center
School of Business
Administration
Box U-41, Room 422
108 Fairfield Road
Storrs, CT 06226
(203) 486-4135

DELAWARE
Mr. David Park
State Director
University of Delaware
Small Business
Development Center
Purnell Hall, Suite 005
Newark, DE 19716
(302) 451-2747

DISTRICT OF COLUMBIA
Ms. Nancy Flake
Director
District of Columbia
Small Business
Development Center
Howard University
6th and Fairmount Street, N.W.
Room 128
Washington, DC 20059
(202) 610-5150

FLORIDA
Mr. Gregory L. Higgins
State Director
Florida Small Business
Development Center
University of West Florida
Building 38, Room 107
Pensacola, FL 32514
(904) 474-3016

GEORGIA
Dr. Frank Hoy
State Director
Georgia Small Business
Development Center
University of Georgia
Chicopee Complex
1180 East Broad Street
Athens, GA 30602
(404) 542-5760

IDAHO
Mr. Ronald R. Hall
State Director
Idaho Small Business
Development Center
Control Center
Boise State University
College of Business
1910 University Drive
Boise, ID 83725
(208) 385-1640

ILLINOIS
Mr. Jeff Mitchell
State Director
Dept. of Commerce and
Community Affairs
Illinois Small Business
Development Center
620 East Adams Street
5th Floor
Springfield, IL 62701
(217) 785-6267

INDIANA
Mr. Randy Meadows
State Director
Indiana Economic
Development Council
Small Business
Development Center
One North Capitol, Suite 425
Indianapolis, IN 46204
(317) 634-1690

IOWA
Mr. Ronald Manning
State Director
Iowa Small Business
Development Center
Iowa State University
College of Business
Administration
Chamberlynn Building
137 Lynn Avenue
Ames, IA 50010
(515) 292-6351

KANSAS
Ms. Susan Osborne-Howes
State Director
Kansas Small Business
Development Center
Wichita State University
College of Business
Administration
Campus Box 48
021 Clinton Hall
Wichita, KS 67208
(316) 689-3193

KENTUCKY
Mr. Jerry Owen
State Director
Kentucky Small Business
Development Center
University of Kentucky
18 Porter Building
Lexington, KY 40506-0205
(606) 257-1751

LOUISIANA
Dr. John Baker
State Director
Louisiana Small Business
Development Center
Northeast Louisiana University
Administrative Building,
Room 2-57
University Drive
Monroe, LA 71209
(318) 342-2464

MAINE
Mr. Warren Purdy
State Director
University of Southern Maine
Small Business
Development Center
246 Deering Avenue
Portland, ME 04102
(207) 780-4423

MASSACHUSETTS
Mr. John Ciccarelli
State Director
University of Massachusetts
Small Business
Development Center
203 School of Management
Amherst, MA 01003
(413) 549-4930 ext. 303

MICHIGAN
Dr. Norman J. Schlafmann
State Director
Michigan Small Business
Development Center
Wayne State University
2727 Second Avenue
Detroit, MI 48201
(313) 577-4848

MINNESOTA
Mr. Jerry Cartwright
State Director
Minnesota Small Business
Development Center
College of St. Thomas
1107 Hazeltine Gates Blvd.
Suite 452
Chaska, MN 55318
(612) 448-8810

MISSISSIPPI
Dr. Robert D. Smith
State Director
University of Mississippi
Small Business
Development Center
School of Business
Administration
3825 Ridgewood Road
Jackson, MS 39211
(601) 982-6760

MISSOURI
Mr. Fred O. Hale
State Director
Missouri Small Business
Development Center
St. Louis University
O'Neil Hall - 100
1074 Lindell Blvd.
St. Louis, MO 63108
(314) 534-7204

NEBRASKA
Mr. Robert Bernier
State Director
Nebraska Small Business
Development Center
University of Nebraska
at Omaha
Peter Kiewit Center
1313 Farnam-on-the-Mall
Omaha, NE 68182
(402) 554-2521

NEVADA
Mr. Sam Males
State Director
University of Nevada-Reno
Small Business
Development Center
College of Business
Administration
Reno, NV 89557-0016
(702) 784-1717

NEW HAMPSHIRE
Mr. Craig Seymour
State Director
University of New Hampshire
Small Business
Development Center
370 Commercial Street
Manchester, NH 03103
(603) 625-4522

NEW JERSEY
Ms. Janet Holloway
State Director
New Jersey Small Business
Development Center
Rutgers University
3rd Floor - Ackerson Hall
180 University Street
Newark, NJ 07102
(201) 648-5950

NEW YORK
Mr. James L. King
State Director
Upstate New York
Small Business
Development Center
State University of
New York (SUNY)
SUNY Central Administration
S-523
SUNY Plaza
Albany, NY 12246
(518) 473-5398

NORTH CAROLINA
Mr. Scott R. Daugherty
State Director
North Carolina Small Business
Development Center
University of North Carolina
820 Clay Street
Raleigh, NC 27605
(919) 733-4643

NORTH DAKOTA
Mr. Tom Rausch
State Director
University of North Dakota
Small Business
Development Center
217 South 4th Street
P.O. Box 1576
Grand Forks, ND 58206
(701) 780-3403

OHIO
Ms. Holly I. Schick
State Director
Ohio Department of
Development Small Business
Development Center
30 East Broad Street
P.O. Box 1001
Columbus, OH 43215
(614) 466-4945

OKLAHOMA
Mr. Lloyd Miller
State Director
Southeastern Oklahoma State
University
Small Business
Development Center
Station A, Box 4194
Durant, OK 74701
(405) 924-0277

OREGON
Mr. Sandy Cutler
State Director
Oregon Small Business
Development Center
Lane Community College
Downtown Center
1059 Willamette Street
Eugene, OR 97401
(503) 726-2250

PENNSYLVANIA
Ms. Susan Garber
State Director
Pennsylvania Small Business
Development Center
University of Pennsylvania
The Wharton School
3201 Steinberg-Dietrich Hall/CC
Philadelphia, PA 19104
(215) 898-1219

PUERTO RICO
Mr. Jose M. Romaguera
Commonwealth Director
Small Business
Development Center
University of Puerto Rico
College Station
Building B
Mayaguez, PR 00708
(809) 834-3590

RHODE ISLAND
Mr. Douglas Jobling
State Director
Small Business
Development Center
Bryant College
Douglas Pike, Route 7
Smithfield, RI 02917
(401) 232-6111

SOUTH CAROLINA
Mr. W. F. Littlejohn
State Director
South Carolina Small Business
Development Center
University of South Carolina
College of Business
Administration
Columbia, SC 29208
(803) 777-4907

SOUTH DAKOTA
Mr. Donald Greenfield
State Director
South Dakota Small Business
Development Center
University of South Dakota
School of Business
414 East Clark
Vermillion, SD 57069
(605) 677-5272

TENNESSEE
Dr. Leonard Rosser
State Director
Tennessee Small Business
Development Center
Memphis State University
3876 Central Avenue
Memphis, TN 38152
(901) 454-2500

TEXAS
Dr. Jon P. Goodman
Region Director
Small Business
Development Center
University of Houston
University Park
127 Heyne, 4800 Calhoun
Houston, TX 77004
(713) 749-4210

UTAH
Mr. Kumen Davis
State Director
Utah Small Business
Development Center
University of Utah
660 South 200 East - Suite 418
Salt Lake City, UT 84111
(801) 581-7905

VERMONT
Mr. Norris Elliott
State Director
Extension Service
Small Business Development
University of Vermont
Morrill Hall
Burlington, VT 05405
(802) 656-4479

VIRGIN ISLANDS
Dr. Solomon S. Kabuka
Director
Small Business
Development Center
College of the Virgin Islands
Box 1087
Charlotte Amalie,
St. Thomas 00801
(809) 776-3206

WASHINGTON
Mr. Lyle M. Anderson
State Director
Small Business
Development Center
Washington State University
441 Todd Hall
Pullman, WA 99164-4740
(509) 335-1576

WEST VIRGINIA
Ms. Eloise Jack
State Director
West Virginia Small Business
Development Center
Governor's Office of Community
and Industrial Development
1115 Virginia Street, East
Charleston, WV 25310
(304) 348-2960

WISCONSIN
Dr. Peggy Wireman
State Director
Wisconsin Small Business
Development Center
University of Wisconsin
602 State Street, Second Floor
Madison, WI 53703
(608) 263-7794

WYOMING
Mr. Mac C. Bryant
State Director
Wyoming Small Business
Development Center
Casper Community College
130 North Ash, Suite A
Casper, WY 82601
(307) 235-4825

MINORITY BUSINESS DEVELOPMENT AGENCY
U.S. Dept of Commerce
14th and Constitutional Avenue, N.W.
Communications Division, Room 6708
Washington, D.C. 20230
(202) 377-2414

The Minority Business Development Agency, as part of the U.S. Department of Commerce, provides a wide variety of business services to socially or economically disadvantaged individuals who own or wish to start a business. This project reached 75,000 youth through 20 community colleges in Arkansas, Arizona, California, Florida, Georgia, Kansas, Maryland, Mississippi, Montana, New Mexico, New York, Ohio, Pennsylvania, Puerto Rico, South Carolina and South Dakota. Community educators interested in workshops, conferences, intensive courses, seminars and other forms of entrepreneurship education can benefit from the experiences described in the report.

Staff at the regional offices can refer you to a Minority Business Development Center nearby.

For assistance in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee:

MBDA Regional Office
1371 Peachtree Street, N.E.
Suite 505
Atlanta, GA 30309
(404) 347-4091

For assistance in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin:

MBDA Regional Office
55 East Monroe Street
Suite 1440
Chicago, IL 60603
(312) 353-0182

For assistance in Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming:

MBDA Regional Office
1000 Commerce Street
Room 7B23
Dallas, TX 75252
(214) 767-8001

For assistance in Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, the Virgin Islands:

MBDA Regional Office
26 Federal Plaza
Room 37-20
New York, NY 10278
(212) 264-3262

For assistance in Alaska, American Samoa, Arizona, California, Hawaii, Nevada, Oregon, Washington:

MBDA Regional Office
221 Main Street
Room 1280
San Francisco, CA 94105
(415) 974-9597

For assistance in Delaware, Maryland, Pennsylvania, Virginia, Washington D.C., West Virginia:

MBDA Regional Office
14th & Constitution Ave., N.W.
Room 6723
Washington, DC 20230
(202) 377-8275

CENTER FOR ENTREPRENEURIAL STUDIES
Graduate School of Business Administration
New York University
100 Trinity Place
New York, NY 10060
(212) 285-6150

The Center helps non-profit organizations through research, education and publications. Conferences and workshops help non-profit organizations understand legal structures, tax planning, business planning and marketing income-producing ventures. Since distribution of the product/service is a major problem for many non-profit organizations, the Center provides assistance in selecting the most appropriate distribution system.

NATIONAL FEDERATION OF INDEPENDENT BUSINESS
Suite 700
600 Maryland Ave. S.W.
Washington, D.C. 20024
(202) 554-9000

The National Federation of Independent Business serves as an advocate of small and independent businesses. It offers programming and support suggestions, including referrals to other sources. Educational services include study guides, instructional materials and announcements of new programs. Check the phone book in your state capital for the nearest office.

WESTERN RURAL DEVELOPMENT CENTER
Oregon State University
Corvallis, OR 97331
(503) 754-3621

WRDC compiled "Getting Down to Business", a notebook of materials that have been used and tested. Over 200 resource agencies are listed for general entrepreneurship and small business management.

Teaching outlines and visual aids are available for programs on:

- developing and helping entrepreneurs
- community economic analysis
- organizing and sustaining community economic development groups
- the business plan
- recordkeeping
- marketing a product/service
- customer relations
- pricing, buying and selling a small business
- other topics

WRDC is a regional center for applied social science and community development cooperating with western land grant universities.

AMERICAN WOMEN'S ECONOMIC DEVELOPMENT CORP.
The Lincoln Building
60 East 42nd Street
New York, New York 10165
(212) 692-9100
(800) 222-AWED

The American Women's Economic Development Corporation offers training, counseling and peer group support for women in business or planning a business. Membership provides a national newsletter, referral to other women business owners, lectures, and a unique counseling hotline.

OTHERS TO CONTACT:

Business libraries affiliated with major universities
Local/State Chambers of Commerce
State Vocational Education Department
Public libraries with business sections
Business Departments at Colleges & Universities
Superintendent of Public Instruction
State Business Assistance Centers
Small Business Administration Answer Desk
(800) 368-5855

REFER TO PHONE BOOKS AT STATE CAPITOL

APPENDIX IV: READINGS

NATIONAL COMMUNITY EDUCATION ASSOCIATION
119 North Payne St.
Alexandria, VA 22314
(703) 683-6232

Books:

- **Community Empowerment**
- **Assessing Your Community**

A-V Materials:

professional development
volunteers
school-business partnerships

THE HEARTLAND CENTER FOR LEADERSHIP DEVELOPMENT
941 "O" Street
Suite 920
Lincoln, NE 65808
(402) 474-7667

- **Schools as Entrepreneurs: Helping Small Towns Survive** highlights seven school-based businesses aiding rural economic development. The Heartland report suggests ten strategies to initiate a school-based business and itemizes some legal considerations.

The Center offers programs to assist communities in developing strategic planning and teaching problems of the future. Other publications on community survival are also available.

MINORITY BUSINESS DEVELOPMENT AGENCY
U.S. Dept. of Commerce
14th and Constitutional Avenue, N.W.
Communications Division, Room 6708
Washington, D.C. 20230
(202) 377-2414

Some of the entrepreneurial programs sponsored by the Minority Business Development Agency are outlined in a **Report of the Minority Business Enterprise Project: A Partnership Program of the American Association of Community and Junior Colleges and the Minority Business Development Agency**. Irma P. Burks, Project Director, 1988. ERIC #ED 292534.

Networks were established between business and education, and many educational materials were developed.

PACIFIC BELL DIRECTORY
One Rincon Center
Communications Department
101 Spear Street, Room 429
San Francisco, CA 94105
(800) 848-8000 (other)
(800) 237-4769 (California)

- **A Tribute to Small Business** (1987). This book published by The U.S. Small Business Administration and Pacific Bell Directory lists a variety of private and public resources. The community educator should be interested in: Ten Steps to Business Success, the Marketing Plan, and other sections.
- **Small Business Success** (1988), has sections on entrepreneurial traits, business plans, financial checklists, good management and helpful resources.

THE CORPORATION FOR ENTERPRISE DEVELOPMENT
Suite 1401
1725 K Street NW
Washington, D.C. 20006
(202) 293-7963

The Corporation provides publications on all aspects of enterprise development. Implementation packets help practitioners (including low income populations) adapt programs to their local needs. A journal, **"The Entrepreneurial Economy Review"**, looks at the latest-breaking public and private sector programs and policy advances, lists worthwhile books and resources and keeps the reader up-to-date on what is going on in the rapidly moving field of economic development.

ENTREPRENEUR MAGAZINE
2392 Morse Avenue
Irvine, CA 92714-6234
(714) 261-2325

For twelve years, individual issues have focused on a topic of interest to entrepreneurs. One issue listed services available to small business owners at the state level. The services included locating seed money, financing, site location, minority business assistance, legislation and other topics. The quantity of up-to-date information on computer technology, government news, management solutions, etc., would be useful to the educator planning or conducting an entrepreneurship program.

The **"Catalogue of New Opportunities"** details businesses (from advertising agencies to yogurt shops) and provides needed information to get started, open for business and make a profit. The catalogue also contains feature articles on current interest topics. There is even a fundraising option for selling subscriptions to Entrepreneur for non-profit organizations.

ERS-NASS
P.O. Box 1608
Rockville, MD 20850
1-800-999-6779

- **Entrepreneurship Theories and Their Use in Rural Development: An Annotated Bibliography,** 1989. Entries span 250 years. Community educators can scan recent listings from 1980 to 1988 (153 from 1985-1988) for practical information and to identify educational groups supportive of entrepreneurial programs. The bibliography contains sections on: application to rural development, stages of an entrepreneurial business, environments favorable to entrepreneurship, entrepreneurship as a development strategy, periodicals, and comprehensive sources.

ACCION INTERNATIONAL
1385 Cambridge St.
Cambridge, MA 02139

- **An Operational Guide for Micro-Enterprise Projects.** This 100-page book outlines a process to stimulate and expand small home-based businesses. After an orientation program, business owners are offered enough business basics to start improvements. As the businesses expand, training is increased.

SUPERINTENDENT OF DOCUMENTS
U.S. Government Printing Office
Washington, DC 20402
(202) 783-3238

- **Business and Business Management** (SB#4)
- **Census of Business** (SB#152)
- **Small Business** (SB#307)
- **How to Sell to the U.S. Dept. of Commerce,** S/N 003-000-00656-5
- **Rural Development Perspectives** (published three times a year)
- **Directory of Women Business Owners.**
  To assist women business owners in locating new marketing opportunities and to aid purchasing officials in finding new suppliers. 1987. S/N 003-000-00651-4.
- **Women Business Owners: Selling to the Federal Government.**
  Practical guide. Includes information on how the Government buys and provides copies of forms needed to sell to the Government. 1987. S/N 045-000-00247-1.

- **Selling to the Military.**
Tells how businesses can work with the Department of Defense and explains the military procurement process. Copies of the Bidders Mailing List Application and Department of Defense Contract Proposal. 1987. S/N 008-000-00479-0.

- **Stress Management in Work Settings.**
Summarizes and reviews scientific evidence and practical issues relating to worksite stress management. Contains a collection of resources for training materials, products, and equipment. 1987. S/N 017-033-00428-5.

- **How to Buy Surplus Personal Property from the United States Department of Defense.**
Provides bidder's lists, types of property sold, such as office equipment, vehicles, musical instruments, photographic equipment, tires, live animals, and much more. 1986. S/N 008-007-03277-1.

- **A Guide to Doing Business With the Department of State.**
Provides small, minority, and female-owned firms seeking to do business with the Department of State with information about the procurement program. Includes a listing of user contracts, a vendor survey, contracting opportunities, and contacts for trade and investment-related issues. S/N 044-000-02216-8.

- **Financial Management: How to Make a Go of Your Business.**
Contains information required to familiarize the small business owner/manager with the basic concepts of financial management. Tips on financial planning, cash-flow management, forecasting and obtaining capital, and other topics. 1986. S/N 045-000-00233-1.

- **Starting and Managing a Business From Your Home.**
Provides descriptions of products and devices to help you start your home-based business. Includes a questionnaire to help you decide if you are the typical entrepreneur. Gives helpful information on managing your business, including tips on structure, recordkeeping, taxes, and insurance. 1987. S/N 045-000-00232-2.

- **Franchising in the Economy, 1986-1988.**
Report on a survey of franchisors by the Department of Commerce. Covers product and tradename franchising, business format franchising, trends and outlook, and international markets. Provides statistics, graphs, and charts. 1988. S/N 003-009-00525-6.

- **Job Patterns for Minorities and Women in Private Industry, 1985 (EEOC).**
Includes data from public and private employers, unions, and labor organizations indicating the makeup of their workforce by sex and by race/ethnic categories as required by the Equal Employment Opportunity Commission. Tables and statistics of each main city or area. 1987. S/N 052-015-00062-6.

- **Job Patterns for Minorities and Women in State and Local Government, 1985 (EEOC).**
Statistical summary of national report required under the Civil Rights Act of 1864. Tables with easy-to-read information on professions, salaries, and ethnic groups for both men and women. 1988. S/N 052-015-0064-2.

- **Facts about Trademarks.**
Provides concise information about the advantages and procedures of filing a trademark application. Includes blank copies of trademark application forms. 1988. S/N 003-004-00633-1.

- **Occupational Outlook Handbook: 1988-89 Edition.**
Provides detailed information on nearly 255 occupations, including education and training requirements, levels and places of employment, job duties, working conditions, earnings, opportunities for advancement, and more. 1988. S/N 029-001-02942-0.

CURRICULUM & INSTRUCTIONAL MATERIAL CENTER
Oklahoma State Department of Vocational
and Technical Education
1500 West Seventh St.
Stillwater, OK 74074

Books:

- **Resources for Entrepreneurship Education.**

- **Entrepreneurship Education: An Implementation Guide for Organizing to Develop Programs and Collaborative Networks.**

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815
(614) 486-3655 (Ohio)

Publications:

- **Entrepreneurship Education.**

  An overview of the implementation factors that need to be considered. Presents resources. 1987.

- **Risks and Rewards of Entrepreneurship.**

  An excellent classroom introduction to the world of entrepreneurship. Offers a variety of stimulating and practical activities and exercises for high school students. Also case studies. 1987.

- **Model Entrepreneurship Programs.**

  Describes exemplary entrepreneurship programs. The programs were submitted by ten member states of the National Entrepreneurship Education Consortium as model programs in their first year of work. 1986.

- **Beyond a Dream. An Instructor's Guide for Small Business Exploration.**

  Combines adult education and entrepreneurial principles in a ten-unit training package to help adults determine personal reasons for starting their own business (desirability) and potential success of their ideas (feasibility). Complete teaching outline and hand-out materials. Uses local experts to assist in entrepreneurial decisions. 1985.

- **Economic Value of Entrepreneurship.**

  Individual papers exemplify partnerships between education and economic development agencies and reinforce the importance of entrepreneurship to the U.S. Economy. 1985.

- **Entrepreneurship for Women. Escape from the Pink Collar Ghetto.**

  Reports an increasing "feminization" of new venture creation. Discusses the factors that underlie this trend and the special problems of women in starting enterprises. 1986.

- **Entrepreneurship. A Career Alternative.**

  Details personal characteristics of entrepreneurs, lists nine factors to consider in selecting a venture, and outlines steps in the start-up process. Includes a resource list. 1984.

- **A National Entrepreneurship Education Agenda for Action.**

  Provides a framework enabling state and local vocational education planners to join in the national movement for entrepreneurship education. 1984.

- **Entrepreneurship in Voc Ed. A Guide for Program Planning.**

  Assists program planners and curriculum developers in selecting entrepreneurship education materials. Helps users become aware of a variety of curriculum materials, learn to select appropriate program materials, learn to identify essential elements of entrepreneurship education programs, become aware of alternative program implementation approaches, and learn how to develop a program implementation plan. 1982.

- **The Entrepreneurs of Entrepreneurship.**

  Recommends the renewal of the entrepreneurial spirit and the development of a system of entrepreneurial training to relieve the current economic condition, especially in rural areas. 1982.

- **Entrepreneurship for Women. An Unfulfilled Agenda.**

  Outlines the characteristics and needs of entrepreneurs, developments in entrepreneurship education, federal support and private sector training programs, and entrepreneurship training and vocational guidance. 1981.

NATIONAL FEDERATION OF INDEPENDENT BUSINESS
Suite 700
600 Maryland Ave. S.W.
Washington, D.C. 20024
(202) 554-9000

Publications:

- **Small Business in America: The Year 2000 and Beyond**
- **Risks to Riches: Women Entrepreneurs in America**
- **Small Business Problems and Priorities**, August, 1986
- **The American Entrepreneurial and Small Business Culture**
- **Steps to Small Business Financing**
- **NFIB Credit, Banks and Small Business: 1980-1984**
- **NFIB Quarterly Economic Report**
- **NFIB Small Business Decisions to Manage Workplace Hazards**
- **NFIB Small Business Problems and Priorities**, April, 1983
- **Small Business Primer**
- **Entrepreneurship: The Key to Economic Growth**
- **Computers in Small Business**
- **I Can Do It**

ERIC PUBLICATIONS OFFICE
Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

The Educational Resources Information Center (ERIC) is the world's largest, most comprehensive educational database. ERIC is sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. Many universities and teachers' colleges have ERIC documents.

- EJ350314 CE517823
  The Value of Entrepreneurial Education for All Students.
  Vawdrey, Colleen, Ed.; And Others
  Business Education Forum, v41 n7 p29-37. Apr 1987

- EJ338573 CG530530
  Meeting Needs--Characteristics of Entrepreneurs: Implications for Education.
  Day, Barry
  Guidance & Counselling, v1 n4 p63-66. Mar 1986

- EJ332564 CE516622
  A Small Business Management Entrepreneurship Curriculum: A Dual Progression Experience.
  Kuratko, Donald; LaFollette, William R.
  Journal of Education for Business, v61 n6 p267-70. Mar 1986

- ED291966 CEO49857
  Entrepreneurship and Small Business Course Outline.
  American Inst. of Small Business, Minneapolis, MN. 1987, 6p.

- ED290901 CEO49580
  Entrepreneurial Skills. A Curriculum Framework for Self-employment in Very Small Businesses. A Project Report.
  Doram, Colin; And Others
  Further Education Unit, London (England). 1987, 90p.

- ED290825 UD026003
  Opening Doors: Minority Business Education Programs. Model Programs for Southern Economic Development.
  Southern Growth Policies Board, Research Triangle Park, N.C.
  Foresight, v3 n3 Fall 1985 1985, 13p.

- ED290037 CE049416
  Owning and Operating a Small Business. A Guide for Industrial Cooperative Training Programs. Learning Activity Package No. 14.
  Braden, Robert P.; Remzi, Kerim
  Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education. Dec 1985, 92p.

- ED289970 CE048854
  Recharging the American Dream. Proceedings of the Annual National Entrepreneurship Education Forum (5th, Washington, D.C., June 24-26, 1987).
  Bebris, John M., Ed.
  Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1987, 144p.

- ED289017 CE049099
  A Model Entrepreneurship Training Program for Vocational Educators. Final Report.
  Spewock, Michael A.
  Indiana Univ. of Pennsylvania. 15 Sep 1987, 314p.

- ED288991 CE048007
  Entrepreneurship Education. OPTIONS. Expanding Educational Services for Adults.
  Belcher, James O.; Warmbrod, Catharine P.
  Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1987, 75p.

- ED288986 CE048002
  Expanding Educational Services for Adults. OPTIONS. Publicity Kit.
  Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1987, 104p.

- ED288985 CE048001
  OPTIONS. Expanding Educational Services for Adults. The Educator's Guide.
  Liming, Roxi A.; Warmbrod, Catharine A.
  Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1987, 54p.

- ED288597 JC870545
  New York State Survey of Entrepreneurial Education: A Directory of Educational Offerings by Postsecondary and Continuing Education Institutions.
  State Univ. of New York, Albany. Two Year Coll. Development Center. 1987, 187p.

- ED288106 CE049170
  The New Jersey Cooperative Home Economics Education Handbook. Part B: The Curriculum.
  Spencer, Dorothy
  New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. 1987, 205p.

- ED288095 CE049112
  Entrepreneurship Competencies for Vocational Curriculum Development. Instructor's Handbook. Final Report.
  Palmieri, D. Frank; Vecciola, Leonard C.
  Pittsburgh Univ., Pa. School of Education. 30 Jun 1987, 47p.

- ED288005 CE048792
  Entrepreneurship Models.
  Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY. 1987, 276p.

- ED285979 CE048167
  Business Ownership and Management. Arkansas Public School Course Content Guide.
  Arkansas State Dept. of Education. Little Rock. 1987, 35p.

- ED28497 CE047950
  Entrepreneurship as a Career Choice.
  Ashmore, M. Catherine; And Others
  Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1987, 307p.

- ED283951 CE047526
  Entrepreneurship Education Materials.
  Muzzo, John F., Ed.; And Others
  Illinois State Dept. of Commerce and Community Affairs, Springfield. Jul 1987, 29p.

• ED279857 CE046546
Entrepreneurship in the Alberta Curriculum: A Monograph.
Millar, Garnet W.
Alberta Dept. of Education, Edmonton. Planning Services Branch. Nov 1986, 116p.

• ED279477 RC016150
School-Based Businesses in Georgia.
Gatewood, Elizabeth J.; DeLargy, Paul F. 1985, 17p.

• ED277887 CE046157
Ohio Entrepreneurship Workshop Planning Guide.
Bebris, John M.
Ohio State Univ., Columbus. National Center for Research in Vocational Education. Jan 1987, 84p.

• ED275907 CE045530
Entrepreneurship in Montana. A Handbook for Integrating Entrepreneurship into All Vocational Areas.
Harris, Ronald R.
Montana State Univ., Bozeman. 1986, 42p.

• ED274840 CE045224
Introduction to Entrepreneurship. Teacher's Guide.
Hiatt, Randy E.
East Texas State Univ., Commerce. Occupational Curriculum Lab. 1986, 352p.

• ED273785 CE044960
Entrepreneurship Training in Vocational Education.
South Carolina State Dept. of Education, Columbia, Office of Vocational Education. 1986, 105p.

• ED272735 CE044853
The Appropriateness of Entrepreneurial Training in Wisconsin's Employment and Training System. Employment and Training Policy Paper No. 3.
Carstensen, Carol
Wisconsin State Dept of Industry, Labor and Human Relations, Madison. Mar 1986, 28p.

• ED271594 CE044698
From Homemaking to Entrepreneurship: A Readiness Training Program.
Women's Bureau (DOL), Washington, D.C. 1985, 65p.

• ED271583 CE044685
Model Entrepreneurship Programs. Special Publication Series No. 53.
Ross, Novella; Kurth, Paula
Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1986, 260p.

• ED267852 JC860150
Franchising.
Cornell, Richard
American Association of Community and Junior Colleges, Washington, D.C. Oct 1985, 181p.

• ED266271 CE043543
The Entrepreneurial Internship Program.
Montgomery County Public Schools, Rockville, Md. 1985, 12p.

• ED265983 RC015577
Business Incubator Development in Rural Areas.
Weinberg, Mark. 1986, 17p.

- ED260250 CE042246
  Entrepreneurship Education: Profiles of Programs in Illinois.
  Harris, E. Edward
  Northern Illinois Univ., De Kalb. Coll. of Business. Jul 1985, 216p.

- ED254658 CE040863
  Beyond a Dream: An Instructor's Guide for Small Business Exploration. Leadership Training Series No. 68.
  Balogh, Judy; And Others
  Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1985, 253p.